Medium Plan – Year 1 – Plants

Plants	Animals including humans	Seasonal changes	Use of everyday materials

Vocabulary	
deciduous	branches
evergreen	seed/bulb
stem	compost
roots	blossom
soil	names of plants and trees
petal	
trunk	

Preload

- Habitats and living things – Identify the specific environments of plants.

Teaching Sequence (to be taught in the following order)

Substantive Knowledge	To know a variety of common, wild and garden plants including deciduous and evergreen trees.	To know the basic structure of a variety of common flowering plants and trees.
Additional Information	To be split over 3 lessons. First lesson to focus on deciduous and evergreen and recognising these. Then move on to recognising plants.	To be split over 2 lessons. First lesson focus on a tree. Second lesson focus on flowering plants.
Ideas	Children to go on a nature walk to spot various plants. Take magnifying glasses out to closely observe the plants. Children to sort photos of different trees Children to label plants and where you might find them.	Look at the key features of a tree/plants. Think back/ look back at pictures from the nature walk to remember common plants/trees. Children to label the key parts. An extension activity could be to discuss the uses of each part.
Equipment		
Identifying, classifying and grouping	Group trees (deciduous/ evergreen) – can be done using hoops on the floor. Then move into work in books. Plants (flowering/ non-flowering) – can be done using hoops on the floor. Then move into work in books.	
Observing over time		Look at how flowering plants can look at different times – bud, in flower etc.
Pattern seeking		Add labels to diagrams to show the parts of the structure of flowering plants and trees.
Comparative and fair testing		
Research		